DOCUMENT RESUME

ED 158 348 CS 502 209

TITLE Speech Communication and Communication Processes: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," October through December 1977 (Vol. 38 Nos. 4 through 6).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 78

NOTE 15p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.

DESCRIPTORS Adults; Annotated Bibliographies; Anxiety; Aphasia; College Administration; *Communication (Thought Transfer); Communication Skills; Credibility; Debate; Developing Nations; *Doctoral Theses; Elementary School Students; Females; Group Relations; Higher Education; *Interaction Process Analysis; Listening; Organizational Communication; Parent Child Relationship; Political Issues; Socioeconomic Influences; *Speech Communication

IDENTIFIERS *Communicaton Research; Intercultural Communication; Langer (Susanne); Nixon (Richard M); Political Campaigns; Toastmasters International

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 18 titles deal with a variety of topics, including the following: a comparison of mother/child and father/child interactions; state anxiety responses in high and low speech anxious subjects; variables that predict listening performance; tactics used in the controversy over the impeachment of President Nixon; persuasive communication elements in the 1974 re-election campaign of Congressman Marvin Lionel Esch; learning strategies used in Toastmasters International; communication skills of socially isolated elementary school pupils; effects of an intercultural communication workshop on cross-cultural attitudes and interaction; functional verbal communication performance of adult aphasics; implications of Susanne Langer's philosophy of mind for speech communication theory; the effect of socioeconomic group composition on small group interactions; organizational communication to and from college and university presidents; third world family planners' views toward women's role in society; the effects of modal differences on the attribution of source credibility; and personality traits of college debaters. (GW)

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Compiled by the Staff of

ERIC Clearinghouse on Reading and Communication Skills

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KNOWLEDGE OR CERTAINTY? AN INVESTIGATION OF THE SUBJECTIVE STRUCTURE OF SOME COMMUNICATION SCHOLARS

BARCHAK, Leonard John, Ph.D.
The University of Iowa, 1977

Supervisors: Professor William Stephenson
Professor Albert D. Talbott

Historically, there have been countless attempts to fix belief with absolute certainty, and this led us to the modern debate centering around Thomas Kuhn's concept of the paradigm.

Although often "philosophical," the debate apparently ponders whether the production of scientific knowledge proceeds toward knowledge or certainty. Our course was to review the contending positions of Kuhn, Popper, Toulmin, Holton, and others, setting out a broad range of subjective discourse.

Of particular significance seemed to be the general belief that scientists are themselves outside the philosophical nexus of debate, some thinkers feeling that scientists should become better philosophers, some noting that many scientists manage competently without philosophy.

Under these circumstances, an opportunity existed to take a new path, which called for the replacement of the speculative debate over paradigms with a suitable scientific investigation of the subjective structure of particular social scientists.

Investigation was made possible by uniting the developments of Stephenson's Q-method with Peirce's complementary proposal that experimental support be provided for his "law of mind."

Transformation into a scientific investigation was accomplished by the development of a "concourse" of statements from Jacob Bronowski. Editors of The Journal of Communication were invited to consider the statements.

Thirty-seven editors eventually provided models of their subjectivity, which were then resolved into four operant factors. Search through the professional writings of the editors enriched and expanded the interpretations of the abductive Q-factors. A summation is given below:

Factor A contains three Eastern Europeans and a Swede and is the only factor supporting the notion that everything is knowable to science. Its relativistic position is in line with the ruling logic of science of the Vienna Circle. Factor A is the most committed advocate of science, believing that the growth of scientific knowledge should be left to the purview of scientists.

Factor B displays a scholastic attempt to compile and synthesize all the disparate doctrines of past and present scientists and scholars. Despite this titanic effort, the factor remains skeptical that a coherent paradigm will emerge. Its uncertainty is in regards to modes of knowledge, not error or methodology.

Factor C is closest to Kuhn and Bronowski, who hold a one-world view of science in which subjectivity and objectivity are conjoined and methodological error is axiomatic.

Factor D presents us with a tolerable reproduction of the classical position of Aristotle. Although the factor is apparently all for a scientific method of knowing, it gives science a philosophical twist by suggesting that absolute knowledge is attainable through the Aristotelian methods of analytical classification of objects and concepts and through the clarification of unambiguous questions.

The factors B, C, and D were submitted to higher-order factor analysis, yielding a broader factor than any of the original three. Factor A was omitted from the higher-order analysis because of theoretical-methodological considerations.

"Fallibilism" catches the meaning of the broad schemata. It is a fallibilism that raises method and means to the level of importance hitherto enjoyed only by ends. Other features of the broad schemata are a refusal to equate instruments with methodology, a disavowal of individual responsibility for scientific knowledge, and a preference for science over philosophy.

As a whole, it is contended that four individual factors and the single higher-order factor constitute introductory but suitable empirical support for Peirce's "law of mind."

Broad implications for the field of communication were then considered. Order No. 77-21,108, 365 pages.

RELATIONSHIPS AND DIFFERENCES BETWEEN THE MOTHER-CHILD AND THE FATHER-CHILD INTERACTIONS AND THE CHILD'S INTELLECTUAL AND LANGUAGE FUNCTIONING

BOBROWSKY, Gerrian Miller, Ph.D.
University of Pittsburgh, 1977

It was the purpose of this study to determine whether mother-child interaction differed from father-child interaction, and if parent-child interaction was influenced by the gender of the parent and child. The relationship between the interaction between the mother and child, father and child, and composite and child, and the child's language and intellectual functioning was also explored.

Significant differences were found between the mother-to-child, and father-to-child interaction. Mothers spent more time with their children and used more exclamatory statements and "noun-phrase inversion" questions than did fathers. Fathers, on the other hand, used more "wh" questions and imperatives. Both mothers and fathers used larger vocabularies to girls than to boys. Parents also engaged in more mutual contacts with girls than with boys. More "raise-intonation" questions and longer sentences in syllables (verbal measures) were used by parents to the same-sex child, while more physical contacts (nonverbal measure) were found between the parents and the opposite-sex child. Also, children who played with the same-sex parent first received fewer commands and were closer in proximity to both parents during the entire play sessions. The mother-to-child and father-to-child interactions were similar in: sentence length, vocabulary, talking time, talking speed, parental warmth, repetitions, expansions, initiation of physical contacts, "tag," "raise-intonation" and "repetition" questions, and types of statements.

Male and female children's communications to their mothers and fathers did not differ in talking time, length of responses, speed of responses, vocabulary, and types of sentences used. Boys, however, initiated more physical contacts than did girls.

The child's IQ related positively to paternal and composite warmth. The percentage of questions posed by the father and the composite also related positively to the child's IQ, while the percentage of questions asked by the mother related negatively to the child's IQ. The child's language usage related positively to paternal and composite warmth, percentage of declarative sentences, and length of sentences used by the mother, father, and composite. The child's language usage also related negatively to the number of repetitions and elaborations used by the mother and composite, as well as to the physical distance and number of physical contacts between the mother and child and the composite and child. Possible explanations were offered to explain these results, and further studies were suggested. Order No. 77-23,579, 177 pages.

AN INVESTIGATION OF STATE ANXIETY RESPONSE FOR HIGH AND LOW SPEECH ANXIOUS SUBJECTS IN TWO TYPES OF THREAT SITUATIONS

CARLILE, Larry Wallace, Ph.D.
The Florida State University, 1976

Major Professor: Dr. Theodore Clevenger, Jr.

In this paper, it was suggested that speech anxiety, or state fright, should be consistent with general state-trait anxiety theory. As such, it was anticipated that those individuals high in speech trait anxiety (HSA) would respond differently than

those who were low in speech trait anxiety (LSA). The way in which these groups differed from each other was expected to be dependent upon the nature of the threat in a specific stressful situation. Furthermore, it was suggested that, in order to be consistent with general anxiety theory, physiological as well as psychological responses should reflect the expected differences between the two groups. Specifically, HSA subjects were not expected to exhibit differentially higher self-reported anxiety during a physically threatening situation. The test of this hypothesis was expected to support previous work. Additionally, the HSA group was expected to demonstrate an exceptionally high physiological response in a public speaking setting as compared to the LSA group.

The subjects were 92 male students, selected from several fundamentals of speech classes, who scored either in the upper or lower quartiles on the Lamb Speech Trait Anxiety Scale. Each subject responded to the Spielberger STAI A-State Inventory during an initial rest period and also at the end of the experimental session after the physically threatening experience of having blown up a balloon until it burst in his face. In the time between these two responses, the subjects were taken to an experimental classroom where they were instructed to prepare a two-minute impromptu speech. The presentation was given to an experimenter, a video camera and several speech teachers who were supposedly observing from behind a one-way glass. Heart rate was measured throughout the initial period and the speech period so that change in physiological response under the ego-threatening situation of public speaking could be monitored.

The results supported earlier work in that no differential increase in STAI A-State anxiety was observed between the HSA and LSA subjects during the period of physical threat. Support was also found for the application of general anxiety theory to speech anxiety in that HSA subjects responded with a differentially higher degree of physiological activation (state anxiety) than did the LSA group. It was concluded that further investigation of the application of general anxiety theory to the speech situation appears useful and should be pursued.

Order No. 77-22,104, 101 pages.

INITIAL SOURCE CREDIBILITY, COGNITIVE COMPLEXITY, EGO-INVOLVEMENT AND COGNITIVE STATE AS PREDICTORS OF LISTENING PERFORMANCE

CATT, Stephen Earl, Ph.D.
Ohio University, 1977

Director of Dissertation: Richard F. Whitman

For a number of years, listening theorists have sought to better understand the elements and processes encompassed by the term listening. However, there is still no established listening theory since many factors influence the speaker-listener situation, and not all of these factors are completely understood. The purpose of this study is to provide an analysis for the premise that initial source credibility (considered on the two dimensions of authoritativeness and character), receiver cognitive complexity, receiver ego-involvement and the cognitive state existing between the speaker and listener are significant predictors of listening performance. This is the first study of its kind to conjunctively consider all of the above predictor variables in one study of listening performance.

The predictor variables emerge out of the body of literature concerned with the psychology of communication and are selected because of their promising, yet untested relationship to listening performance. For example, within the field of communication there is a substantial amount of research dealing with the topic area of source credibility. However, little research exists to indicate whether or not a significant relationship exists between initial source credibility and listening performance. Cognitive complexity is also selected as a predictor variable in this study due to the expectation that the complexity of a listener's category structures influences his listening performance. The above expectation is based upon the premise that the listening process becomes handicapped when the listener lacks a sufficient number of concepts for processing a verbal message.

In light of research suggesting a relationship between an individual's attitudes and retention of prose messages, ego-involvement is selected as a predictor variable for study in an attempt to take the next step of postulating a relationship between involvement and retention of verbal messages. The last predictor variable selected for study is that of cognitive state. Since the management of interpersonal cognitions can produce consonant and dissonant relations within the speaker-listener situation, the motivational aspects postulated in dissonance theory are expected to apply to cognitive state as a predictor of listening performance.

Subjects were 500 volunteer male and female students at Ohio University enrolled in interpersonal communication courses predominately comprised of freshman and sophomore students. Initial source credibility was measured by the McCroskey (1966) Likert scales for the measurement of credibility. Cognitive complexity was measured by counting the total number of different constructs used in written descriptions of two peers. A Thurstone (1929) procedure was utilized for the development of an attitude scale from which ego-involvement was assessed. Two cognitive states were identified as a result of experimental manipulation of subjects' predictions of speaker agreement or disagreement with the topic statement from which the stimulus message was developed for the present study. As dissonance theory would predict, confirmed predictions were identified as a consonant cognitive state and disconfirmed predictions were identified as a dissonant cognitive state for the subject. A tape-recorded message relevant to the attitude scale was played for the subjects. At the conclusion of the tape, the subjects were given a listening performance test from which a listening performance score was derived based upon the number of correct answers.

A separate hypothesis is posed for each predictor variable. The hypotheses predict the statistical significance of each variable as a predictor of listening performance, with no predictor being as significant as all variables taken collectively. Only the predictor variables of authoritativeness and character reach statistical significance, with these two predictor variables being additive rather than interactive and accounting for minimal variance in the criterion measure.

In conclusion, because of this study additional evidence now exists concerning the nature of listening performance. For example, it is now known that although the influence may be small, prior knowledge of the listener's involvement with the topic of the verbal message and his perception of the speaker's authoritativeness regarding that topic is of some importance in predicting listening performance.

Order No. 77-23,459, 103 pages.

TACTICS IN CONFLICT: A STUDY OF TACTIC USAGE IN THE CONTROVERSY OVER THE IMPEACHMENT OF PRESIDENT RICHARD M. NIXON

DeSTEPHEN, Daniel Edward, Ph.D.
University of Utah, 1977

Chairman: Dennis Alexander

Previous conflict research leads to many conclusions about participant attributes, playing styles, and behavior in conflict situations. These conclusions are, in most instances, either trivial or contradictory. This study attempted to study conflict from an argumentative perspective with a focus on tactic usage in conflict situations. The study views communicative behavior in conflict as essentially reason-giving and views tactics as reasons individuals advance supporting and opposing various positions. The following questions guided the study: (1) What types of tactics are found in conflict and what are the relative importance of these tactics? (2) Do tactics in support of a particular position change across time and, if so, how? (3) What is the relationship among tactics? Does the use of a particular tactic in support of a position invoke a particular tactic from an alternative position?

The debate over the impeachment of President Richard Nixon served as the conflict situation for this study. A tactic category system was applied to the opening statements and the interaction within the hearing. The communicative behavior of the committee members was studied via an act and interact analysis.

The results of the study were as follows: (1) In the opening statements the proponents of impeachment emphasized the tactics of negatively evaluating President Nixon's actions, evaluating a past situation, and providing additional evidence to support their claims of the President's guilt. In the opening statements the opponents of impeachment emphasized the tactics of positively evaluating the President's actions, evaluating a present situation, and seeking additional information from the proponents of impeachment. Within the interaction over the proposed articles of impeachment the proponents of impeachment emphasized the supplying of additional information, negative evaluations of the President's actions, evaluations of a present situation, and attempts to specify the criteria for evaluating the various articles of impeachment. Within the interaction the opponents of impeachment emphasized challenges for additional information, evaluations of a present situation, and attempts to specify the criteria for evaluating the various articles of impeachment. (2) The trends in tactic usage across time indicate there was almost no correlation between an individual's tactic usage in the opening statements and tactic usage within the interaction. The proponents of impeachment exhibited two major trends in tactic usage within the interaction--a switch from the negative evaluation of President Nixon's actions to evaluations of past, present, and future situations and then back to a negative evaluation of the President's actions; and, a consistent reliance on adding evidence to support their claims of the President's guilt. The opponents of impeachment alternate between a passive defense of the President on impeachment articles one and three to an active defense of the President on articles two and four. (3) The study found a definite norm of reciprocity in tactic selection. Evaluations of President Nixon's actions were followed by further evaluations of those actions; evaluations of situations prompted further evaluations of situations; attempts to establish decision criteria lead to further attempts to establish decision criteria; and, challenges for evidence lead to the addition of evidence. (4) Tactic selection within the hearing indicated the existence of a strong presumption of innocence but a relatively low burden of proof for proponents of impeachment. (5) Some support was found for identifying the evaluation of a present situation as a transition tactic, a tactic which functions to end reciprocal patterns of tactic usage.

Order No. 77-20,315, 151 pages.

MARVIN LIONEL ESCH, A REPUBLICAN INCUMBENT AND HIS 1974 CONGRESSIONAL CAMPAIGN: A CASE STUDY IN POLITICAL PERSUASIVE COMMUNICATION

EVANS, Gary Lee, Ph.D.
The University of Michigan, 1977

Chairman: C. William Colburn

This study is a description and analysis of eight persuasive communication elements in the 1974 re-election campaign of Republican Congressman Marvin Lionel Esch. The eight elements studied were source credibility, audience analysis and adaptation, timing, use of evidence, message intent, language and language style, delivery and speaking style, and attention and name identification. Congressman Esch, the holder of a Ph.D. Degree in Speech from The University of Michigan, was knowledgeable regarding the eight communication elements on which this study focused.

The study was done during a unique historical time. The Republican President, Richard M. Nixon, had resigned because of the scandal of Watergate. In addition, the economy was in difficulty. Public opinion polls indicated that Republican candidates would have difficulty in the November elections. Since 1974 was not a Presidential election year, voter displeasure with the Republican Party could only be expressed through votes cast for Senators and Congressmen. Marvin Esch was the Republican incumbent in Michigan's Second Congressional District. Esch had to plan and carry out a re-election campaign under these difficult circumstances.

The campaign was analyzed initially by means of interviews with Congressman Esch in order to determine how he thought each of the eight elements would and should function in his campaign. Since Congressman Esch directed every aspect of his campaign, the information gathered from the interviews was especially significant and important. Members of the Esch campaign were also interviewed to determine how they thought the eight elements would function in the Esch campaign. The campaign was then studied extensively to determine how the eight elements actually functioned and the extent to which the candidate and his staff's communication goals were actually achieved.

Basic resource material for this study came from the interviews, the author's daily observations of and involvement in the campaign, access to campaign materials, collection of written and audio taped copies of most communication output and collection of most mass media references to the campaign. The description and analysis of the actual functioning of the elements in the campaign were dependent upon the skills of the researcher as well as mass media references to the ongoing Esch campaign.

The re-election campaign of Marvin Esch was successful, the Democratic candidate, John Reuther, was defeated. Esch ran a smooth and effective campaign, methodically striving to achieve his persuasive communication goals. His knowledge of his own communication strengths, his constituency as an audience, and effective persuasive communication strategies contributed to his victory in a difficult year for Republican candidates.

Esch's campaign for Congress was studied because it offered opportunity for analysis of persuasive communication elements in a dynamic and on-going communication campaign. Since Congressman Esch was the chief architect of his re-election campaign, it was possible to compare his communication goals with the actual operation of the elements in the campaign. There was a high degree of consistency between how Congressman Esch wanted the eight elements to operate in the campaign and how the elements ultimately came across to voters and to the mass media.

In this study eight persuasive communication elements were stressed. Further research should focus on whether additional communication elements might be of equal or greater importance in analyzing persuasive political communication.

Order No. 77-26,234, 239 pages.

ADULT SPEECH COMMUNICATION EDUCATION: ANALYSIS OF LEARNING STRATEGIES IN TOASTMASTERS INTERNATIONAL

FRISCHKNECHT, Jacqueline Buck, Ph.D.
University of Denver, 1977

The purpose of this study was to develop, through an examination, description, and evaluation of the Toastmasters International (T.I.) program, a better understanding of how participation in T.I. improves the speech communication competency and performance of its members. Specifically, the educational methodology of T.I. was evaluated in terms of criteria appropriate to adult speech communication education; the history, growth, and contemporary organizational structure of T.I. was described; Toastmasters in the conterminous states were surveyed to determine their perceptions of self-improvement and satisfaction.

Four methods of data collection were used in this descriptive study: documentary research, a membership questionnaire survey, interviews, and participant observation. From documentary research in four areas, (liberal adult education, liberal adult speech communication education, the Dance-Larson theory of speech communication, and the stated phi-

losophy and goals of T.I.) 50 criterional questions were developed. These were synthesized into 18 basic criteria against which the T.I. educational program was evaluated. In additional documentary research, an extensive examination of both published and unpublished T.I. materials was conducted. A membership questionnaire was developed; validation and reliability testing of the questionnaire was completed, and a revised questionnaire was mailed to 1,596 Toastmasters in the conterminous states. Two interview schedules were developed. Formal interviews (19) were conducted with T.I. volunteer and World Headquarters staff; approximately 200 informal interviews were conducted with individual Toastmasters. A participant observation check list was developed and participant observations were made as a member of Mile Hi Club 741 and in visits to 19 other Toastmasters clubs in California and Colorado.

Factual information from 519 returned questionnaires was quantified, key punched, and processed through the University of Denver computer utilizing the "Statistical Package for the Social Sciences" (SPSS 6) program. One-way frequency distributions for each variable were obtained. Tables showing frequency of response, relative percentages, adjusted cumulative percentages, means, and standard deviations were prepared for all variables. Additional tables showing the same information were prepared for certain combinations of variables. Open-ended questions and additional comments were coded and sorted into categories. Interview tapes were analyzed and the responses were sorted into 29 categories. Similarily, the participant observation check lists were analyzed and sorted into eight categories.

All data was analyzed in terms of the 18 basic criteria, as well as in terms of questions pertaining to specific educational methodology, the attrition rate, major weaknesses in the program, and the success of the program.

It was found that the success of the program is due to two primary factors: the learning by doing method and the peer evaluation process. Also of major importance to the success of the program are respect for the autonomous nature of adults, relevance of the program, the learning climate of the clubs, and the opportunities for individual involvement in club activities.

Measured against their stated objectives the T.I. program can be considered superior in eight areas, adequate in six areas, and inadequate in four areas. The most serious failing of the program is the lack of a leadership training program per se. Participants in the study perceived a need for revision or rewriting of the basic educational manuals. They also perceived a need for more club officer training, more training and practice in parliamentary procedures, leadership training, and a program for advanced Toastmasters.

Three major conclusions were drawn: 1) The T.I. program is successful. 2) The important factors in T.I. methodology could be incorporated into curriculums at all academic levels, particularly the learning by doing--"lab approach"--factor. 3) Fifteen of the 18 criteria developed for the evaluation of T.I. could be adapted or modified for evaluating other speech communication programs. Order No. 77-22,772, 520 pages.

A STUDY OF THE COMMUNICATION SKILLS OF SOCIALLY ISOLATED ELEMENTARY SCHOOL PUPILS

GIBBS, Eugene Stover, Ed.D.
University of the Pacific, 1977

PROBLEM: Because of the potential detrimental effect of social isolation to the academic achievement and social and personal adjustment of elementary school pupils, there is a need for data describing communication skills of an isolate sample.

PURPOSE: The objective of this study was two fold, (a) to determine the means of the Illinois Test of Psycholinguistic Abilities subtest scores of a sample of isolate elementary school pupils, and (b) to compare those means with the means of the subtest scores of the normative population.

PROCEDURES: A sample of 40 socially isolate and highly fringe isolate elementary school pupils was identified through the use of the Georgia Sachs Adams' sociometric survey. The pupils were from selected third and fourth grade classrooms in five schools in three Northern California school districts. These were middle-class districts slightly above average in reading and mathematics achievement and in district-wide I.Q. Each pupil was then given the Illinois Test of Psycholinguistic Abilities to determine the communication skills of the sample. The Illinois Test of Psycholinguistic Abilities subtest means of the isolate sample were compared with those of the normative population by means of Student's t test. One-way analysis of variance and the Newman-Keuls q statistic multiple comparison procedure were used to identify differences between subtest means of the isolate sample.

FINDINGS: The norm group mean was greater than the isolate sample mean, at the .05 level of significance, on the Illinois Test of Psycholinguistic Abilities Auditory Reception subtest. The isolate sample means were significantly higher than the norm group means on the Visual Reception, Auditory Association, Visual Association, Manual Expression, Auditory Sequential Memory, and Visual Sequential Memory subtests. There were no significant differences between the isolate sample means and the norm group means on the Illinois Test of Psycholinguistic Abilities Verbal Expression, Grammatic Closure, and Visual Closure subtests. Within the isolate sample the mean of the Visual Sequential Memory subtest was significantly higher than the means of the Visual Association, Visual Closure, Verbal Expression, Grammatic Closure, and Auditory Reception subtests. The Manual Expression subtest mean was significantly higher than the means of the Verbal Expression, Grammatic Closure, and Auditory Reception subtests. The Auditory Sequential Memory subtest mean was significantly higher than the Grammatic Closure and Auditory Reception subtest means. The means of the Auditory Association and Visual Reception were significantly higher than the Auditory Reception subtest mean.

CONCLUSIONS: The findings of the study reject the null hypotheses in comparison of the means of the isolate sample with means of the norm group in seven of the ten Illinois Test of Psycholinguistic Abilities subtests. The null hypotheses in three of the subtest comparisons were supported. In the comparisons where differences existed, the means of the isolate sample were larger than the norm group six of seven times. These findings indicate that the sample of isolate pupils demonstrated relatively high communication skills in visual reception, auditory association, visual association, manual expression, auditory sequential memory, and visual sequential memory. They demonstrate relatively low skills in auditory reception.

RECOMMENDATIONS FOR FURTHER RESEARCH: Further study is recommended as follows: (a) Research to determine if communication skills of isolate pupils change over time; (b) experimentation with communication-skill deficient pupils to ascertain its influence on isolation; (c) comparison of isolate samples with non-isolate samples chosen from the same demographic population, to provide more comparability than offered by comparison with normative populations; (d) replication of the current study in the area of Auditory Reception to provide confirmation for the implication that isolate pupils have deficiency in that area. Order No. 77-26,969, 117 pages.

THE EFFECTS OF AN INTERCULTURAL COMMUNICATION WORKSHOP ON CROSS-CULTURAL ATTITUDES AND INTERACTION

GUDYKUNST, William B., Ph.D.
University of Minnesota, 1977

The Problem

The major purpose of this study was to identify and measure some attitude and behavioral changes that take place following an Intercultural Communication Workshop (ICW) at the University of Minnesota. The study was undertaken to examine the interrelationships among five variables: participation in an ICW; cross-cultural attitudes; the number of cross-cultural friendships formed; the potential for cross-cultural interaction; and cross-cultural interaction.

Hypotheses

1. Participation in an ICW will have a positive impact on a person's cross-cultural attitude. 2. The number of cross-cultural friendships formed will be affected by the cross-cultural attitude and participation in an ICW. 3. The potential for cross-cultural interaction will be affected by the number of cross-cultural friendships and the cross-cultural attitude. 4. The amount and type of cross-cultural interaction will be affected by the potential for cross-cultural interaction and the number of cross-cultural friends.

Procedures

The research was completed using a Nonequivalent Control Group Design. The experimental group for the study consisted of 91 students who participated in the ICW during fall, winter and spring quarters, 1975–76. The nonequivalent control group was a traditional course in intercultural communication fall quarter, 1975. The measure of cross-cultural attitudes utilized was the "Attitude Toward a Defined Group Scale" developed by Grice. This instrument was designed using a Thurstone scaling technique and it examines the "cognitive" component of an attitude. The participants cross-cultural interaction potential was measured by summing their responses to four questions. The number of cross-cultural friends was based on two self-report items on the questionnaire. The "Social Relations Index" developed by Selltiz, Christ, Havel and Cook was used to measure the amount and type of cross-cultural interaction. The four hypothesized interrelationships were tested utilizing multiple regression and path analysis. In addition, a tentative time trend analysis of the four dependent variables at three points in time was completed.

Findings

The data supported three of the four hypothesized relationships and failed to support the fourth. First, the results indicate that participation in an ICW in conjunction with the cross-cultural attitude significantly affects the number of cross-cultural friendships formed. Second, the number of cross-cultural friends and the cross-cultural attitude significantly affect the potential for cross-cultural interaction. Third, the cross-cultural interaction potential and the number of cross-cultural friends significantly affect the nature and type of cross-cultural interaction. Finally, the results of this study failed to support the hypothesized relationship between participation in an ICW and changes in cross-cultural attitudes.

From the results of this study, the researcher concludes that the ICW at the University of Minnesota appears to be successful in meeting many of its goals and objectives that it has been assumed to be meeting. However, the influence of the ICW on cross-cultural interaction is not a direct influence as has been previously assumed, but is rather an indirect influence mediated through other variables.

Order No. 77-26,100, 134 pages.

THE RELATIONSHIP BETWEEN SCORES ON THE PORCH INDEX OF COMMUNICATIVE ABILITY AND A TEST OF SELF-REINFORCEMENT WITH SELECTED INDICES OF FUNCTIONAL VERBAL COMMUNICATION FOR ADULT APHASICS

KASPRISIN, Arlene T., Ph.D.
University of Pittsburgh, 1977

Major Adviser: Dr. D. B. Egolf

Test results, termed "clinical performance," on aphasia batteries are assumed to relate to aphasic patients' functional communication performances. Therefore, test results are used to determine the content of therapy and to measure success in therapy. However, no research information currently exists to substantiate this assumption. Further, clinicians report that many patients do not demonstrate functional performances consistent with their performances in a clinical situation, or do not progress in therapy as much as would be expected on the basis of prognostic indicators. Much of this has been attributed to the "personality characteristics" of the individual patients.

In this study, a method of analyzing the functional verbal communication performance of aphasic patients was devised. Performance of 36 aphasic subjects was compared in a functional communication situation. Communication ability and a personality variable, self-reinforcement (which was operationalized as a score on a test for self-reinforcement) served as the independent variables. The 24 items in the system of analysis for functional verbal communication served as the dependent variables. Subjects' communication ability was determined by the administration of the Porch Index of Communicative Ability (PICA). All subjects scored at least at the 60th percentile on the PICA. Subjects were classified as high and low communication ability on the basis of their PICA scores and as high and low self-reinforcers on the basis of their scores on a test for self-reinforcement. The major findings of the study were as follows: 1. High PICA subjects did not perform significantly better in the functional communication situation than low PICA subjects. 2. Aphasic patients did demonstrate differential tendencies to self-administer reinforcement. 3. High self-reinforcers performed significantly better than low self-reinforcers in the functional communication situation. 4. There was a significant interaction effect demonstrated between the independent variables of PICA scores and self-reinforcement scores on several functional verbal communication analysis variables. 5. Self-reinforcement scores were much better predictors than PICA scores of how the aphasic patients performed in the functional communication situation in this study.

Implications of these findings for the content and conduct of therapy with aphasic patients were discussed.

The method of analysis of functional verbal communication in this study was simplified, and a format for analysis which is clinically practical was suggested.

Order No. 77-23,606, 161 pages.

THE RELATIONSHIP BETWEEN VERBAL RETICENCE AND VERBAL INTERACTION IN TRIADS

LUSTIG, Myron W., Ph.D.
The University of Wisconsin–Madison, 1977

Supervisor: Associate Professor C. David Mortensen

A series of studies were designed to investigate differences in the noncontent speech patterns of individuals who differ in

their propensity to participate verbally in task-oriented discussion situations.

After reviewing the literature related to individual differences in verbal participation, the construct of verbal reticence was investigated. The following criterial attributes were characteristic of someone who is verbally reticent; a tendency to avoid social situations which are likely to require verbal participation; a tendency to remain relatively silent in those situations which can not be avoided; a lack of positive affect in attitudes toward one's own oral communication; and a feeling of inadequacy or incompetence when called upon to engage in verbal interaction. These attributes were used to construct items for the Verbal Reticence (V-R) Scale.

The V-R Scale is a paper-and-pencil instrument which was developed and revised four times and was administered to a total of 1550 subjects. The internal reliability was .92 (Hoyt coefficient) and the test-retest reliability was .85 over an eight-week period. An analysis of the items showed adequate content validity. A comparison with other instruments, including measures of communicative apprehension, self esteem, expressed control, and social isolation, provided strong evidence for construct validity. A preliminary study on verbal behavior and an analysis of students in an introductory communication class provided evidence for criterion-related validity.

The V-R Scale was then used to test whether a functional relationship exists between verbal reticence and verbal behavior variables. Extending the pioneering work of Jaffe and Feldstein (1970), a study was conducted to investigate the sound-silence patterns of individuals interacting in three-person groups. Triadic conversations were recorded with each person's voice on a separate channel of a four-track tape recorder. An analog-to-digital conversion was obtained by using a computer to simultaneously sample all three channels each quarter second and note both the person who had the floor and the non-content speech act (a sound or a silence) which occurred.

Eight separate analyses-of-variance were computed. Significant differences between High Verbal Reticent (HVR) and Low Verbal Reticent (LVR) subjects were obtained: LVR Ss vocalized more, they talked more frequently, they maintained the floor longer, they were interrupted more, and more silences were attributable to them. There were no differences between LVR and HVR Ss in the percentage of floor time spent vocalizing, the number of talk-overs, or the mean utterance duration.

The present work lends support to Chapple's (1939) notion that the timing of interpersonal interactions could provide the data needed for a reliable assessment of individual differences in the patterning of verbal behavior. This information is crucial to the development of a more general theory of communicative interaction. Order No. 77-19,107, 180 pages.

THE IMPLICATIONS OF SUSANNE LANGER'S PHILOSOPHY OF MIND FOR SPEECH COMMUNICATION THEORY

POWERS, John Henry, Ph.D.
University of Denver, 1977

Susanne Langer is an American philosopher (b. 1895) who is probably best known for her books Philosophy in a New Key (1942) and Feeling and Form (1953). More recently, Langer has developed a biologically based philosophy of mind which contains a far-ranging theory of the origins of symbolism, speech, language and communication. The purpose of the dissertation has been to develop the implications of Langer's philosophy of mind and specific theories of the field of Speech Communication.

After a detailed explication of Langer's philosophy, the dissertation specifies five implications of Langer's philosophy for Speech Communication. 1. Speech Communication as a discipline contributes to the fabric of knowledge about man in unique and specifiable ways. 2. Communication is a function of spoken language and may be conceptually distinguished from other functions of spoken language. 3. Communication is a biological process and can be best understood in its relation to other biological processes with which it has important similarities, and from which it may be differentiated. 4. Human communication may be divided into two levels. 5. Communication may be carried out in a variety of modes, each with its own characteristic differences from spoken language.

The dissertation concludes with six suggestions for future research topics based on Langer's philosophy of mind which would extend the implications developed in this dissertation. Order No. 77-27,427, 193 pages.

THE EFFECT OF SOCIOECONOMIC GROUP COMPOSITION ON SMALL GROUP INTERACTIONS AND LINGUISTIC ELABORATION IN PROBLEM SOLVING DISCUSSIONS

SABBAN, Yitzchak, Ph.D.
New York University, 1977

The purpose of the present study was to determine the effect of socioeconomic status and group composition in a small group problem solving discussion on the following variables: 1. The interaction process. 2. The linguistic elaboration. 3. The use of the group time. 4. The degree of elaboration of the solutions.

The sample consisted of 160 white American-born male eleventh grade students in New York City. The subjects were classified as working or middle class, and were randomly assigned to 20 homogeneous groups (10 working class and 10 middle class) and 20 heterogeneous groups of four.

Each group was given the "Shooting of the Captain and His Son Problem" to discuss. The group discussions were taped. At a separate session the Lorge-Thorndike Intelligence Test was administered. Tapes of the discussions were transcribed and the subjects in the various groups were scored on the ratio of the categories of the interaction, the linguistic elaboration, the time of session, the average interaction time and the elaboration of the solutions.

Hypothesis 1a stated in homogeneous discussion groups, the ratio of the categories of interaction besides "initiating" will be related to socioeconomic status. Middle class subjects will be higher in "giving information" and "disagreeing" and lower in "asking for information" and "agreeing". This hypothesis was supported.

Hypothesis 1b stated that controlling for verbal intelligence, the relationship between socioeconomic status and the ratios of the categories of the interaction will be maintained. This hypothesis was supported for each category except for "disagreeing".

Hypothesis 1c which stated that working class subjects interact differently in homogeneous versus heterogeneous groups was supported. Nevertheless the difference was in the opposite direction to that hypothesized. In heterogeneous compared to homogeneous groups working class subjects were higher in "giving information" and lower in "asking for information". Middle class subjects differed only in the ratio of "disagreeing" in the different group settings.

An additional analysis was carried out to investigate the effect of socioeconomic status on the ratio of the categories of the interactions in heterogeneous groups. Contrary to the results in homogeneous groups, the categories of the interaction were not affected by socioeconomic status.

Hypothesis 2a stated that controlling for verbal intelligence, middle class subjects will be higher in linguistic elaboration. This hypothesis was found significant for the syntactic but not for the lexical aspects of linguistic elaboration.

Hypothesis 2b stated that the degree of linguistic elaboration will differ in homogeneous versus heterogeneous groups. This hypothesis was essentially rejected, the only significant difference was found in the proportion of "nonpersonal" pronouns versus nouns for middle class subjects in the different group settings. An additional ratio of linguistic elaboration, the ratio of total pronouns to nouns, was added. Controlling for verbal intelligence this ratio was found to be related to socioeconomic status for the entire sample. This ratio differed for middle class subjects, but not for working class subjects, in homogeneous compared to heterogeneous groups.

Hypothesis 3a stated that the mean time of the session would differ for working class versus middle class groups, and for heterogeneous versus middle class groups. The former but not the latter was supported.

Hypothesis 3b was partially supported. The average interaction time differed for the working class compared to middle class subjects in homogeneous but not in heterogeneous groups.

Hypothesis 4 which stated that the degree of elaboration of the solutions would be affected by socioeconomic status, controlling for intelligence, was not supported.

Additional analysis revealed that the number of solutions proposed as well as the number of arguments presented was higher for middle class groups.

Order No. 77-20,756, 189 pages.

ORGANIZATIONAL COMMUNICATION TO AND FROM THE OFFICE OF THE AMERICAN COLLEGE AND UNIVERSITY PRESIDENT

SEEHAFER, Eugene Fred, Ph.D.
Rensselaer Polytechnic Institute, 1977

Supervisor: George Barnett

The objective of this thesis is a primary research investigation to determine facts on current organizational communication to and from American college/university presidents. Results suggest weekly communication patterns by 17 presidential communication topics, which may be considered a time allocation guide for current, present day presidential communication. Findings may be utilized by incumbent presidents, those seeking a college/university presidency, and to superiors, peers, associates and subordinates, who work closely with the president and wish to improve both presidential and total organizational communication.

Two basic theories are formulated, structural and environmental. Structural theory, the major concept, suggests that organizational communication changes with modifications in such typical organizational structure as public or private control, church affiliation or not, size, community college or larger, leadership, formal channels of communication, appointed authority and basic manager-subordinate patterns evident on organization charts. A secondary concept, environmental theory, suggests that organizational communication changes because of the given situation or emergency at the time--major, "crunching," and significant environmental influences that override other problems and command presidential attention.

The original 50-state sample of 916 presidents yielded 298 useable returns or 33% overall response. Six standard validity checks are employed. Three different tests are applied to various of the 24 hypotheses-- a test of confidence interval estimate, the Pearson Correlation Coefficient F-test and an estimate of proportions.

Clearly findings show that busy college/university presidents respond to questionnaires probing their communication patterns and that mailed questionnaires may be successfully employed for additional research. There is also evidence from the literature that personal observations of presidents in communication may be made in certain instances, further enhancing the opportunity for continued research in this major area of higher education organizational communication.

Results show all responding American presidents spend more time communicating on faculty and academic affairs than on any other single topic (7.2 hours/week) followed in order by business/financial management communication (5.8), fund raising (5.3), business-related external society (5.1) and student communication (4.4). Presidents spend the least time communicating on athletic, alumni and admissions matters (less than 1.5 hours/week). In general presidents spend slightly more time on internal (29 hours/week) than external communication (almost 27 hours/week). Presidents work long hours (mean of 60.5 hours/week) and spend the bulk of their time each week communicating on a total of 17 specific communication topics (55.9 hours/week). Two factor analyses suggest the original list of 17 variables might be reduced to 12.

Among interesting demographic analyses, results show presidents of private institutions spend most communication time on fund-raising topics (8.1 hours/week). Presidents of public institutions spend only 2.7 hours/week on fund-raising topics and the most time of all on faculty and academic affairs communication (8.1). The latter topic ranks second among presidents of private institutions (6.4). Other quantitative and qualitative analyses indicate presidents give top priority in communication to matters significant to their specific institution.

A major disappointment in this study is the inability to measure presidential listening/talking modes by communication topics. Another problem is the use of faculty and academic affairs as a single variable rather than as two different variables. Fund-raising aspects of political and civic leader communication also should have been isolated separately. It would have been helpful to have requested information on special on-going campus activities such as fund-raising, alumni, public relations and student activities taking place at the same time the questionnaire arrived on the president's desk, to suggest why certain differences in communication may result.

The null hypothesis of no difference is rejected for 13 of the 24 hypotheses, nine of 16 relating to structural theory and four of eight to environmental theory. Overall findings suggest the structural theory stands up well in this thesis but that there is somewhat less evidence to support the environmental theory.

Order No. 77-23,803, 236 pages.

A STUDY OF THIRD WORLD FAMILY PLANNERS' VIEWS TOWARD WOMEN'S ROLE IN SOCIETY: A COMMUNICATIONS PERSPECTIVE

SEMLER, Vicki Jane, Ph.D.
Indiana University, 1977

Chairperson: Dr. Alice Jwaideh

This study assessed the attitudes of Third World family planners regarding the present and projected roles of women in society and their perceptions of family planning goals, means, and message appeals directed toward women. Three questions were posed: Is there a difference between male and female family planners with respect to their attitudes toward women's roles? Do family planners' attitudes toward women's roles have a bearing on their evaluations of program activities and message appeals deemed most appropriate for motivating women to adopt family planning measures? Would the inclusion of women in decision-making positions alter the nature and direction of family planning programs?

The SPSS computer program was used to obtain frequencies, crosstabulations and chi-square readings. Five indices were created to measure various dimensions of respondents' attitudes toward (1) women and childbearing, (2) women in the home, (3) women and politics, (4) women and leadership, and (5) changing roles and status of women. A sixth index, comprised of the five specific indices, was also generated.

All indices were crosstabulated with sex, age, professional activity, and decision-making level. Sex was the only independent variable which consistently rendered statistically significant relationships. The most traditional views toward women's roles were held by men, the least traditional views, by women. When the decision-making level of the respondents' was taken into account, the most influential family planners were the least likely to favor alterations in women's roles in society.

Findings revealed all respondents relied heavily on message appeals used in the past which portrayed women in traditional sex-stereotyped roles. When presented with message appeals depicting women in non-traditional roles, family planners with traditional attitudes toward women's roles were the least supportive, while respondents with non-traditional views were the most supportive.

Among policy and program recommendations presented were: (1) the promotion of women to decision-making positions within family planning organizations at both the national and international level; (2) the creation of a set of guidelines detailing how family planning communication materials can depict women in more positive images and the production of "model materials" which reflect these guidelines; (3) the provision of training programs for women, especially in rural areas, stressing the development of income-producing skills; (4) the development of educational materials and programs for young women which emphasize non-familial role options and activities; and (5) the development of "consciousness-raising" programs for upper echelon family planners regarding women's emergent roles and implications for family planning activities. These findings take on added significance in view of the 1974 U.N. World Population Plan of Action's recognition that, among other things, national fertility reduction rates will greatly depend on modifications in the roles and status of women.

Order No. 77-22,636, 348 pages.

THE EFFECTS OF MODAL DIFFERENCES ON THE ATTRIBUTION OF SOURCE CREDIBILITY

TOLHUIZEN, James Henry, Ph.D.
University of Denver, 1977

This study formulated a hypothesis to test the relationship between mode of message presentation and the attribution of terminal source credibility. The subjects were one hundred forty-two students in introductory level speech communication courses at the University of Denver who were randomly assigned to condition groups in the experimental design.

Mode of message presentation was operationalized in the written condition through the presentation of the stimulus message (a short factual narrative on the topic of plate tectonics) in the form of a written essay. In the spoken condition, the same message was presented in the form of a public speech by two separate public speakers. Each speaker was rehearsed to control for various speaker and presentational variables.

Three levels, low, undetermined and high, of initial source credibility, the second independent variable, were induced by means of source introductions. The low and high initial source credibility introductions contained information relative to the knowledge and experience of the source in the field represented by the topic of the message while the undetermined initial source credibility introduction contained no such information.

After hearing or reading the appropriate source introduction and hearing or reading the stimulus message, the subjects responded to 45 Likert-type rating scales. Each scale was constructed to contribute to one of five theoretical constructs normally associated with perceived source credibility. Factor analysis of subjects' responses to these scales revealed that they perceived source credibility along four dimensions which, based on an inspection of the scales contributing to each dimension, were called the competence dimension, the association dimension, the general character dimension and the objectivity dimension. The data were analyzed through the use of a two-way analysis of variance between each speaker condition and the written mode condition on each of the four dimensions of source credibility.

These analyses resulted in the following principal conclusions: 1. Mode of message presentation affected rating of perceived source competence in such a manner as to suggest that the spoken mode may act as a power function to intensify initial source credibility perceptions in situations where the source can be considered to be initially high in perceived source competence. In situations where the source can be considered too low (or neutral) in perceived initial source competence, the spoken mode may act as a power function to intensify intrinsic source credibility perceptions. 2. Mode of message presentation affected rating on the association dimension in such a manner as to suggest that the spoken mode engenders a greater sense of association (personal contact) with the source of the communicative message. 3. Mode of message presentation did not appear to differentially affect ratings on either the general character or the objectivity dimensions.

Based on these principal conclusions suggestions for further research were made and limitations of the present study were discussed. Order No. 77-23,082, 164 pages.

AN INVESTIGATION OF THE EFFECTS OF SELECTED INCONSISTENT VERBAL/NONVERBAL MESSAGES ON CHANNEL PREFERENCE

WAHLERS, Kathy Jane, Ph.D.
The Florida State University, 1976

Major Professor: Larry L. Barker

This study examined the relationship between inconsistent communication and channel preference. The four categories of contradictory behaviors that were manipulated were: vocal intonation, facial expression, emblems, and illustrators. Channel preference was a response to a comprehension test or behavioral task which indicated uncertainty (i.e., "don't know" or wrong responses) or a preference for either the verbal or nonverbal channel to infer intended meaning.

The four categories of contradictory verbal/nonverbal behaviors were manipulated in eight sixty-second messages. The eight messages were recorded on two videotapes. Each tape had four messages with inconsistent communication and four "straight" messages (i.e., messages with consistent verbal/nonverbal communication). Subjects responded to the appropriate comprehension test or behavioral task following each message.

The following research hypotheses were tested:

1. Given an inconsistent communication in which vocal intonation contradicts verbal behavior, the verbal channel will be relied on less often to infer the intended meaning of the communication.

2. Given an inconsistent communication in which facial expression contradicts verbal behavior, the verbal channel will be relied on less often to infer the intended meaning of the communication.

Because there are several types of emblems and illustrators, the following research hypotheses were divided into subhypotheses.

3. Given an inconsistent communication in which emblems contradict verbal behavior, the verbal channel will be relied on less often to infer the intended meaning.

3_a. Given an inconsistent communication in which emblem-hand gestures contradict verbal behavior, the verbal channel will be relied on less often to infer the intended meaning.

3_b. Given an inconsistent communication in which emblem-performance contradicts verbal behavior, the verbal channel will be relied on less often to infer the intended meaning.

3_c. Given an inconsistent communication in which emblem-head movements contradict verbal behavior, the verbal channel will be relied on less often to infer the intended meaning.

4. Given an inconsistent communication in which illustrators contradict verbal behavior, the verbal channel will be relied on less often to infer the intended meaning.

4_a. Given an inconsistent communication in which illustrator-hand gestures contradict verbal behavior, the verbal channel will be relied on less often to infer the intended meaning.

4_b. Given an inconsistent communication in which illustrator-eye behavior contradicts verbal behavior, the verbal channel will be relied on less often to infer the intended meaning.

To test the hypotheses, chi-square values were obtained for the different categories of inconsistent communication. Hypothesis 1 was not supported. This finding contradicts earlier research and could possibly have resulted from methodological problems. Hypothesis 2 was supported and coincides with previous research. Hypothesis 3 was supported for hand gestures and nonverbal performance of a task but the findings concerning head movements were inconclusive. Hypothesis 4 was supported for hand gestures and the findings concerning eye behavior were inconclusive.

Order No. 77-22,167, 125 pages.

A PRE-EXPERIMENTAL INVESTIGATION INTO PERSONALITY TRAITS OF COLLEGE DEBATERS

WILSON, James Loyd, Ph.D.
The Florida State University, 1977

Major Professor: Gregg Phifer

The study summarized the research into the communication skills, cognitive skills, and personality traits resultant from debate training. On the basis of that research, it was hypothesized that debaters would be more competitive, less dogmatic, more achieving, and more expedient than the general student population. It was proposed that novice debaters would exceed the general student population on a measure of verbal ability and that debaters would exceed novices. The hypotheses were operationalized using the 16 PF Questionnaire.

Twelve colleges provided 122 participants for the study. Ex post facto analysis of group differences using the complete linear model approach for regression revealed no support for the hypothesized differences. Specifically: 1. There were no significant differences between students, novices, and debaters on the measure of verbal ability. 2. Debaters varied in the hypothesized direction on three factors related to competitiveness, but the variance was not significant. 3. Ambivalent results gave tenuous support to the proposition that forensic students are less competitive than debaters. 4. Debaters did not differ from students on scales indicative of dogmatism. 5. Debaters tended to be more expedient than non-debaters, but the results were not significant.

The author concluded that the available evidence provided no support for hypothesized personality differences between debaters and non-debaters.

Limitations of non-experimental research were discussed. Intervening variables appeared to mask the effects of group membership, but increased the meaningfulness of the results. Sample size decreased the probability of significant correlations, but also increased meaningfulness.

The need for research into the specific personality correlates of debate training was emphasized. In addition, the need for experimental analysis of the effect of debate training on communication and research skills was presented.

The study concluded by noting the absence of empirical support for the theorized values of forensic education.

Order No. 77-24,824, 166 pages.

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